

Student Discourse, Gr. 7

Girl: **[00:00]** In some of our pa—in one of our past geog—inquiry for geography, on the Word Wall over there, some of the words up there I didn't understand. So I got to research them myself, which I found them much easier to remember rather than if a teacher was just reading you the definitions.

Teacher: **[00:20]** Any words that stuck with you?

Girl: I know, like, along—most of the words up there I kind(?)—I know now, rather than when we first started. Like push and pull factors, I didn't know what that meant at first. But once I kind of looked at it myself, I understood it a lot better.

Teacher: Now it sticks with you now?

Girl: Yeah.

Teacher: Okay.

Girl: Also, like, I found that, like, in our science and geography inquiry, some, like, words, like Monica said, like, we didn't really know them. But, like, for—for me, like, I can, like, remember, like, this friend said this thing about this word. And so then I remember that and it just sticks in my head.

Teacher: **[00:59]** So you associate a—one of the words from the Word Wall ...

Girl: With a friend who said—yeah.

Teacher: ... with a friend that explained it to you. Oh, interesting. We sort of confused the two words, of mass and weight at the very beginning and then we came up with, with a definition. Has anyone—has that stuck with anyone? The di—the difference? (Inaudible) we realized, oh, mass does not equal weight. And then we sort of looked at some demonstrations and we talked about that(?) ... Who did that stick with and what about have you learn—what about it have you learned? Lucas?

Lucas: **[01:24]** Well, like, I think it kind of stuck with me because, like, like, we always thought it was something else and now, like, you know it's something different and it kind of sticks with you. And, like, you kind of know it if someone asks you. Like, say, a mass is, like, it—it's always the same and then weight. Weight is, the weight you have is due to gravity. Say in, on earth, we're, like—say we weigh, like, 180 pounds and on the moon we weigh, like, like—we're very light. I think 80% less. So, like, like, that's—mass is—always stays the same and then weight is differ—differ due to gravity.

Teacher: **[02:03]** Good. Ashley(?)?

Ashley: I remember, like, the two different. Because I remember you and Ms. Riley couldn't—like, you guys were debating which one was different. And then Ms. Riley came up with, like, was, like, saying that—and, like, if you have a jar of bel—jellybeans there's, like, a hundred jellybeans, that stays the same on the moon. But the weight of it will—differs. So I remember that. Or, like, with the cubes, it's, it differs. So that's how I remember the meaning, because you ...

Teacher: **[02:31]** So it was that visual that ...

Girl: Yeah.

Teacher: ... helped you remember?

Girl: And, like, you or Ms. Riley, you were—you asked us, like, which one you thought was right, because you both had different opinions.

Teacher: Right.

[END OF RECORDING – length, 02:46]